The fourth meeting of the Council for Teacher Education for the 2003-2004 academic year was held Monday, December 8, 2003 at 3:15 p.m. in Speight 202. Members present: Vivian Covington (Chair), Carol Brown, Michael Brown, Ann Bullock, Melva Burke, Joe Ciechalski, Dana Espinosa, Linda High, Nanyoung Kim, Carolyn Ledford, Al Muller, Marcela Ruiz-Funes, Terry Senne, Sandy Triebenbacher, Ivan Wallace for Lilla Holsey, Scott Watson, Sarah Williams, and visitor Lynne Davis. Absent were Rick Barnes, Elizabeth Briggs, Jennifer Bonitz, Lena Carawan, Dawn Clark, Beckie Collins, Bill Grobe, Pitt County Representative, Ron Preston, and Betty Smith.

Order of Business

Agenda I - Approval of Minutes

A motion was made by Ciechalski and seconded by M. Brown to approve the minutes from the November 10, 2003 meeting. Minutes were approved.

Agenda II – Announcements

The following announcements were made by the Chair.

A second IRB has been added for behavioral and social science research on east campus. Research grants using a funding agency may still need to go through the Institutional Review Board (IRB). A process has been put into place to expedite this requirement.

Special Education teachers licensed in a special education area may have to be licensed in a subject area; English, Math, etc. This will not be decided until IDEA is reauthorized.

The High Objective Uniform State Standard of Evaluation (HOUSSE) has been approved and the evaluation was made available to LEAs on December 1 to establish qualification as part of the NCLB Act.

The Select Committee on Teacher Reciprocity Issues presented recommendations to the State Board in December for action in January. The committee reviewed policies and procedures for issuing NC licenses to teachers from other states. They also considered ways to align state licensing requirements with NCLB. Recommendations include:

1. Current categories of licenses (initial, continuing, temporary permits, emergency permits, provisional licenses) will be replaced with the following categories: Standard Professional License 1 (SPL1) to replace Initial License; Standard Professional License 2 (SPL2) to replace Continuing License, Alternative Professional License (requirements to be determined by the SBE based on recommendation of its Select Committee on Lateral Entry), and International Faculty License.
2. Teachers fully licensed and designated highly qualified in another state will be fully licensed and designated highly qualified in NC (would include individuals licensed through ABCTE).
3. Years of creditable teaching outside NC will be applied to meeting requirements of SPL1 in NC.
4. To be issued a license, individuals must meet the NCLB definition of highly qualified. New elementary and exceptional children teachers* must pass a rigorous state test. Middle school, secondary, special subject area, and career-technical teachers must pass a rigorous state test or have an academic major or the equivalent in the content area or have a graduate degree in the content area. (*subject to revisions of reauthorization of IDEA).
5. The current compensatory scoring model for the Elementary PRAXIS II tests be replaced with an independent scoring model. In using the independent scoring model, NC should adopt a new rigorous test that reflects current theory and best professional practices.
6. During the 2004-05 school year, elementary teacher candidates would be required to take the newly adopted rigorous state test to be issued a SPL1. Final validation of the cut score will occur prior to July 1, 2005.
7. In order to implement Recommendation 4, a revision in §115C-296(a) will be required. The SBE shall may require each applicant for an initial bachelors degree certificate or graduate degree certificate to demonstrate the applicant’s academic professional preparation by achieving a prescribed minimum score on a standard examination appropriate and adequate for that purpose.

Covington asked Lynne Davis for any input as to how programs could be assessed for NCATE if PRAXIS Tests were not required. She replied that assessment is performance-based. Some test assessment would be needed. The eighty percent passing rule required by NCATE is aligned with the state; however, NCATE looks at aggregate, the state looks at individual programs. Any program area below 80% would be cited by NCATE.

It was noted that some schools require testing prior to internship or graduation. Muller suggested that PRAXIS be required as criteria for license. UNC-Charlotte has sent concerns to Kathy Sullivan. A letter will be drafted from ECU expressing concerns on these recommendations. M. Brown suggested that we first get clarification on these recommendations; although the recommendations refer to reciprocity, there are issues related to in-state teacher education candidates.
An article in AACTE’s Briefs stated that Congress has introduced a bill to reauthorize the Higher Education Act of 1965. As part of this reauthorization, funding is included for state grant programs for students who have already completed a 4-year degree. Highest performing education schools in a state (80% of graduates passed states’ tests) would be eligible to compete for funding. This bill also asks college and universities to report the percentage of teaching candidates who pass each of the states’ tests, rather than program completers recommended for licensure.

Agenda III - Old Business

The Chair stated that she had not received any feedback on the By-laws. Please send changes to her.

Lynne Davis distributed the CTE Survey of Recent Education Graduates. A report was also completed for each program area. Davis completed the results for program areas with less than 10 graduates. Comments by individuals were included in the program area reports. Undergraduates and graduates completing a program from fall 1999 through summer 2001 completed this survey. A Survey of Employers was also included.

Agenda IV – New Business

Member of the new Ad Hoc Committees are: L. Davis (Ex-Officio on all)

Graduate Studies Committee: Carol Brown – Chair; Florence Weaver; Tricia Anderson; Lilla Holsey; Scott Watson; M. Brown; Gary Lowe, Bill Grobe. Brown reported that this committee is charged to find ways to refine the assessment plan for graduate programs.

Portfolio Assessment Committee: Terry Senne – Chair; Carolyn Ledford; Ron Preston; Sandy Triebenbacher. Senne reported that the committee will look at the assessment piece built into portfolio to see if refinement is needed and revise the portfolio assessment sheet.

Dispositions Committee: Melve Burke – Chair; Al Muller; Lilla Holsey; Bill Grobe; Rhea Miles; Catherine Rivoira; Nancy Houston; Lisa Rogerson. Burke reported that the committee is looking at examples of measurement of dispositions used at other universities and how we can adapt them for our use.

Professional Studies: Rick Barnes – Chair; Scott Thomson, Melva Burke; Patch Clark. Davis reported for Barnes that the formation of the committee was to review components of the professional studies core, determine if INTASC standards are adequately address in the program and recommend revisions/changes to CTE. The purpose of Senior I needs to be revisited. Members agreed that the internship product was sufficient evidence for Principle I and the wording “a grade of C or better in methods courses” should be added as additional evidence.

Agenda V - Committee Reports:

Curriculum: Watson reported that the committee met December 1 and approved the following:

I. Proposals from the Department of Mathematics and Science Education for three new independent study courses (MATE 4501, 4502, 4503, Independent Study in Mathematics Education) were approved by the committee, with minor revisions.

II. A proposal from the Department of Curriculum and Instruction for revisions to the BS in English, Secondary Education degree program, was approved by the committee. Included are elimination of ENGL 3710 as a required course, identification of ENGL 2000 as a Humanities/Fine Arts requirement, and addition of ENGL 2710 as a required course in the major.

All items were approved. Covington reminded departments to send final copies of course syllabi to the Office of Teacher Education.

Evaluation: No report

Policy: No report.

Admission and Retention: No report.

The University of NC Center for International Understanding is offering education students an opportunity to gain teaching experience and college credit through a Summer Study and Assistant Teaching Progam in Monterrey, Mexico. The ECU contact is Angela Foss, fossa@mail.ecu.edu.

There being no further business, the meeting adjourned at 4:20 p.m. The next meeting will be held January 12, 2004 at 3:15 in Speight 202.

Respectfully submitted,

Sherry S. Tripp